

Michael C. Riley Elementary

200 Burnt Church Rd.

Bluffton, South Carolina 29910

Grades	PK-5 Elementary School	
Enrollment	665 Students	
Principal	Joshua W. Parks	843-706-8300
Superintendent	Edna H. Crews	843-322-2300
Board Chair	Ms. Dale Friedman	843-322-2356

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Average	Average	Yes

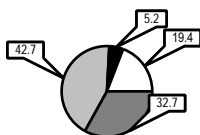
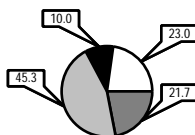
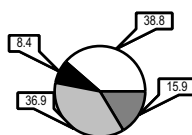
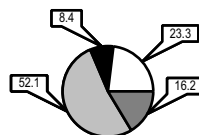
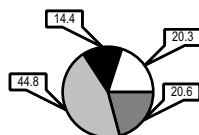
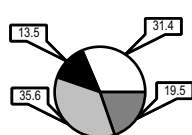
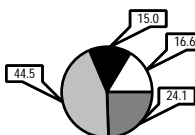
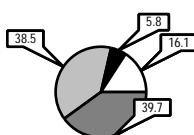
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	354	98.0	17.8	43.8	33.2	5.3	48.7	Yes	Yes
Gender									
Male	197	97.5	22.2	44.3	31.7	1.8	45.5		
Female	157	98.7	12.4	43.1	35.0	9.5	52.6		
Racial/Ethnic Group									
White	221	96.8	12.8	40.3	40.3	6.6	55.6	Yes	Yes
African American	52	100.0	31.9	55.3	8.5	4.3	21.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	79	100.0	23.3	46.7	28.3	1.7	46.7	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	303	100.0	14.1	43.5	36.3	6.1	53.4		
Disabled	51	86.3	40.5	45.2	14.3	0.0	19.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	354	98.0	17.8	43.8	33.2	5.3	48.7		
English Proficiency									
Limited English Proficient	61	100.0	32.6	46.5	20.9	0.0	39.5	I/S	Yes
Non-Limited English Proficient	293	97.6	15.3	43.3	35.2	6.1	50.2		
Socio-Economic Status									
Subsidized meals	154	98.1	24.2	49.2	25.0	1.6	37.9	Yes	Yes
Full-pay meals	200	98.0	13.3	40.0	38.9	7.8	56.1		

Mathematics – State Performance Objective = 36.7%									
All Students	354	100.0	22.8	45.7	21.5	10.0	46.3	Yes	Yes
Gender									
Male	197	100.0	20.9	47.1	23.8	8.1	44.2		
Female	157	100.0	25.2	43.9	18.7	12.2	48.9		
Racial/Ethnic Group									
White	221	100.0	17.7	44.8	23.2	14.3	53.2	Yes	Yes
African American	52	100.0	42.6	51.1	4.3	2.1	21.3	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	79	100.0	25.0	43.3	30.0	1.7	41.7	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	303	100.0	16.4	46.9	25.6	11.1	53.4		
Disabled	51	100.0	57.1	38.8	0.0	4.1	8.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	354	100.0	22.8	45.7	21.5	10.0	46.3		
English Proficiency									
Limited English Proficient	61	100.0	34.9	34.9	27.9	2.3	30.2	I/S	Yes
Non-Limited English Proficient	293	100.0	20.9	47.4	20.5	11.2	48.9		
Socio-Economic Status									
Subsidized meals	154	100.0	33.9	44.1	16.5	5.5	32.3	Yes	Yes
Full-pay meals	200	100.0	15.2	46.7	25.0	13.0	56.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	354	100.0	38.9	37.0	15.8	8.4	24.1
Gender							
Male	197	100.0	40.1	37.2	15.1	7.6	22.7
Female	157	100.0	37.4	36.7	16.5	9.4	25.9
Racial/Ethnic Group							
White	221	100.0	31.0	37.9	19.2	11.8	31.0
African American	52	100.0	68.1	27.7	2.1	2.1	4.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	79	100.0	43.3	41.7	13.3	1.7	15.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	303	100.0	33.2	38.5	18.7	9.5	28.2
Disabled	51	100.0	69.4	28.6	0.0	2.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	354	100.0	38.9	37.0	15.8	8.4	24.1
English Proficiency							
Limited English Proficient	61	100.0	48.8	39.5	9.3	2.3	11.6
Non-Limited English Proficient	293	100.0	37.3	36.6	16.8	9.3	26.1
Socio-Economic Status							
Subsidized meals	154	100.0	49.6	40.2	8.7	1.6	10.2
Full-pay meals	200	100.0	31.5	34.8	20.7	13.0	33.7

Social Studies							
All Students	354	100.0	23.5	52.1	16.1	8.4	24.4
Gender							
Male	197	100.0	22.1	55.2	15.1	7.6	22.7
Female	157	100.0	25.2	48.2	17.3	9.4	26.6
Racial/Ethnic Group							
White	221	100.0	21.2	48.8	18.2	11.8	30.0
African American	52	100.0	34.0	55.3	10.6	0.0	10.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	79	100.0	23.3	60.0	13.3	3.3	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	303	100.0	17.2	54.6	18.3	9.9	28.2
Disabled	51	100.0	57.1	38.8	4.1	0.0	4.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	354	100.0	23.5	52.1	16.1	8.4	24.4
English Proficiency							
Limited English Proficient	61	100.0	27.9	60.5	9.3	2.3	11.6
Non-Limited English Proficient	293	100.0	22.8	50.7	17.2	9.3	26.5
Socio-Economic Status							
Subsidized meals	154	100.0	33.9	53.5	9.4	3.1	12.6
Full-pay meals	200	100.0	16.3	51.1	20.7	12.0	32.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	126	100.0	11.1	35.0	47.0	6.8	53.8
	4	101	100.0	17.7	36.5	42.7	3.1	45.8
	5	106	99.1	19.4	53.1	24.5	3.1	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	117	96.6	13.4	35.1	42.3	9.3	51.5
	4	123	99.2	18.2	42.7	33.6	5.5	39.1
	5	114	98.3	21.1	53.7	24.2	1.1	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	126	100.0	20.5	54.7	19.7	5.1	24.8
	4	101	100.0	15.6	43.8	29.2	11.5	40.6
	5	106	99.1	20.4	34.7	24.5	20.4	44.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	117	100.0	22.8	54.5	19.8	3.0	22.8
	4	123	100.0	21.6	37.8	26.1	14.4	40.5
	5	114	100.0	24.7	44.3	18.6	12.4	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	117	100.0	35.6	42.6	17.8	4.0	21.8
	4	123	100.0	39.6	33.3	18.9	8.1	27.0
	5	114	100.0	41.2	35.1	10.3	13.4	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	117	100.0	18.8	59.4	13.9	7.9	21.8
	4	123	100.0	19.8	50.5	21.6	8.1	29.7
	5	114	100.0	32.0	46.4	12.4	9.3	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 665)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.1%	Up from 0.7%	2.6%	3.0%
Attendance rate	95.8%	Down from 95.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Up from 7.2%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Up from 3.6%	2.7%	3.2%
Eligible for gifted and talented	23.6%	Down from 26.2%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Up from 7.8%	7.9%	8.2%
Older than usual for grade	1.2%	Up from 0.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	52.1%	No change	53.1%	52.6%
Continuing contract teachers	81.3%	Down from 83.3%	84.6%	83.3%
Highly qualified teachers	89.1%	Down from 93.3%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 4.9%	0.0%	0.0%
Teachers returning from previous year	82.0%	Up from 81.8%	89.2%	87.0%
Teacher attendance rate	94.7%	Up from 93.0%	94.8%	95.0%
Average teacher salary	\$43,688	Up 4.2%	\$42,430	\$41,703
Prof. development days/teacher	14.4 days	Up from 12.9 days	12.3 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 21.3 to 1	19.6 to 1	18.8 to 1
Prime instructional time	87.6%	Up from 86.0%	90.0%	89.8%
Dollars spent per pupil*	\$6,434	Up 11.5%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	70.7%	No change	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The major issue facing schools in Southern Beaufort County is the growth of our community and the increase in student enrollment. In the first 90 days of school, Michael C. Riley Elementary School experienced a net increase in enrollment of 46 students. The School Improvement Council was an active participant in the DeJong and Associates Long Range Planning Committee that addressed the need for new schools to be built in Beaufort County. That report has been completed and is available for review at the school or on the Beaufort County School District's Web site.

Growth continued to play a role in the completion of the Michael C. Riley Five Year School Renewal Plan. This strategic plan was a collaborative effort involving all staff and the School Improvement Council. The plan was built on the following four major focus correction areas: (1) Student achievement progressing toward proficiency or better for all students, while recognizing the need to accelerate the achievement progress for certain subgroups; (2) Professional development activities that require us to examine our thinking regarding high expectations for all students; (3) Continued emphasis on creating and maintaining a school culture and climate that enhance learning; and (4) Attention to the needs of our school and the greater community in regard to rapid growth and change. The plan sets ambitious expectations and goals for the school. It will serve as our blueprint for change and improvement for the next 5 years.

Student achievement, as measured by students scoring proficient or advanced on The Palmetto Achievement and Challenge Tests, continued to improve in 2004. For the third consecutive year, Michael C. Riley Elementary School received an absolute rating of GOOD on the Annual School Report Card. Additionally, the school met No Child Left Behind requirements and made Adequate Yearly Progress. Michael C. Riley collaborated with Beaufort County School District and Lady's Island Elementary School to obtain a \$200,000 21st Century Grant. The three-year grant allows us to expand our Extended Day Program. This past year, over 100 students benefited from additional instructional time in math, reading/language arts, and science. The program also included enrichment activities to provide students with the skills and knowledge that promote healthy behaviors.

We are grateful for the commitment the Michael C. Riley staff and community are making to the children and the school. It is this spirit of community that truly makes our school a special place for children to grow and learn.

Joshua Parks, Principal

Susan Hundley, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	90	37
Percent satisfied with learning environment	100.0%	86.7%	83.8%
Percent satisfied with social and physical environment	93.0%	82.2%	91.9%
Percent satisfied with school-home relations	97.7%	82.2%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.